

## Attachment # II-B

## Pass Rates for Four Different Methods of Qualifying for CRBC Exam

Method of Qualifying * (see next page)	Nov. 2000 # candidates # passed % passed	June 2001	Nov. 2001	Apr. 2002	Aug. 2002	Nov. 2002	Mar. 2003	Aug. 2003	Dec. 2003	Mar. 2004	Total # s & Avg. %
First-time Students (Schools)	--	123 22 18%	62 13 21%	61 30 49%	31 16 52%	37 9 24%	40 5 13%	42 4 10%	30 13 43%	20 7 35%	446 119 27%
All Students (Schools)	186 106 57%	209 32 15%	224 37 17%	232 113 49%	144 39 27%	144 29 20%	146 12 8%	162 11 7%	172 47 27%	129 20 16%	1748 446 22%
First-time Out-of-State	--	0	5 3 60%	5 4 80%	0	0	1 1 100%	2 0 0%	0	0	13 8 62%
All Out-of-State	3 2 67%	1 1 100%	5 3 60%	7 6 86%	2 2 100%	0	1 1 100%	2 1 50%	1 0 0%	1 0 0%	23 16 70%
First-time RPR (Nat'l)	--	4 1 25%	7 3 43%	7 4 57%	3 1 33%	1 1 100%	5 1 20%	6 4 67%	2 0 0%	5 3 60%	40 18 45%
All RPR (Nat'l)	4 1 25%	6 1 17%	10 5 50%	13 7 54%	6 3 50%	5 5 100%	7 1 14%	11 8 73%	6 2 33%	6 4 67%	74 37 50%
First-time Working Reporters	--	9 3 33%	6 0 0%	3 1 33%	1 1 100%	4 3 75%	3 0 0%	8 2 25%	2 0 0%	4 1 25%	40 11 28%
All Working Reporters	22 7 32%	23 6 26%	18 5 28%	14 5 36%	9 4 44%	9 5 56%	7 0 0%	13 5 38%	9 2 22%	9 1 11%	133 40 30%
Totals First-time Takers	--	136 26 19%	80 19 24%	76 39 51%	35 18 51%	42 13 31%	49 7 14%	58 10 17%	34 13 38%	29 11 38%	539 156 29%
Totals for All*	215 116 54%	239 40 17%	257 50 20%	266 131 49%	161 48 30%	158 39 25%	174 16 9%	204 28 14%	203 54 27%	163 28 17%	2040 550 27%

\* Totals include 62 five-plus candidates with 11 passing.

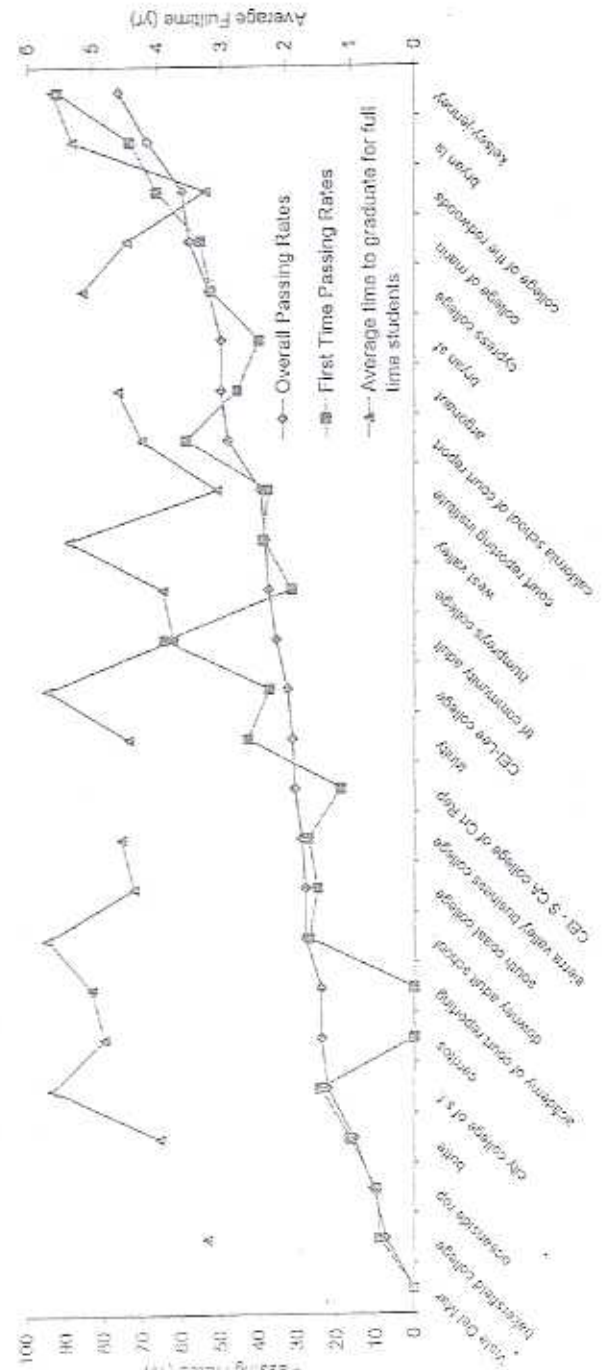
**\*Explanation of Methods of Qualifying in chart above:**

1. First-time Students (Schools) - court reporting school students who completed school and took the state exam for the first time;
2. All Students (Schools) - All court reporting school students who took the state exam (after March 2003, those who took the exam within five years of finishing school);
3. Five-plus (Started Mar. 2003) - persons for whom five or more years had elapsed since completing their qualifying requirements and taking the exam.
4. First-time Out-of-State - Someone holding a valid certified shorthand reporter's certificate or license to practice shorthand reporting issued by a state other than California (only Georgia, Nevada and Texas are accepted) taking California's exam for the first time;
5. All Out-of-State - All holding a valid certified shorthand reporter's certificate or license to practice shorthand reporting issued by a state other than California (only Georgia, Nevada and Texas are accepted) and taking California's exam;
6. First-time RPR (Nat'l) - Someone who has passed the National Court Reporter Association's national RPR exam and took the California CSR exam for the first time;
7. All RPR (Nat'l) - - All who have passed the National Court Reporter Association's national RPR exam and took the CSR exam;
8. First-time Working Reporters - Someone who has 12 months of full-time work experience making verbatim records of hearings, or judicial or related proceedings by means of machine shorthand writing and transcribing such records, who took the CSR exam for the first time;
9. All Working Reporters - All who have 12 months of full-time work experience making verbatim records of hearings, or judicial or related proceedings by means of machine shorthand writing and transcribing such records, who took the CSR exam;
10. Totals First-time Takers - All those (in all first-time categories above) taking the CSR exam for the first time;
11. Totals for All - All those taking the CSR exam.



school	near	total	apps	overall	per % of pass	first time	a first time	p % of first	fulltime	yr	parttime	yr	leave of absence
								#DIV/0!					
Visita del f	17	0	0	0	0	0	0	0	0	0	0	0	0
bakersfield	41	3	7,317,073	11	1	9,090,908	3,21	2	2				
oceanside	47	5	10,6383	10	1	10							
bullet	45	7	15,55556	12	2	16,66667	3,943,333	4,941,429	0,96				
city college	116	26	22,41379	33	8	24,24242	5,8	4,5	2,0725				
centros	71	17	23,94366	18	0	4,796471	5,535	1,555					
academy t	50	12	24	13	0	4,907778	8,03125	1,035					
downey ac	107	30	28,03738	37	10	27,02703	5,683,333	4,846,667	0,693333				
south coast	271	76	28,04428	96	24	26	4,34889	3,31855	1,588333				
sierra valley	96	25	29,06977	22	6	27,27273	4,539655	2,54	1,380667				
CEL - S. C.	55	20	30,76923	21	4	19,04762							
trinity	23	11	31,42857	7	3	42,85714	4,429474	2,733636	0,602143				
CEL-Luc ex	218	71	32,56881	67	25	37,31343	5,685333	3,428571	0,768889				
tri central	45	16	35,55556	17	11	64,70588	3,741667	3,82	0,5675				
humboldt	48	18	37,5	19	6	31,57895	3,909091	2,85	0,915				
west valley	52	20	38,46154	18	7	38,88889	5,363636	2,702857	0,82625				
count rapa	86	34	39,53488	45	17	37,77778	3,0875	1,985	1,165				
california t	141	60	40,22695	61	35	59,01639	4,232533	3,487585	1,261304				
argonaut	46	23	50	24	11	45,83333	4,596867	1,721667	2,297143				
luyan st	16	8	50	10	4	40							
cypress cc	32	17	53,125	19	10	52,63156	5,148091	4,034	1,633333				
college of	12	7	58,33333	9	5	55,5556	4,66875	4,5	1,218				
college of	10	6	60	3	2	66,66667	3,25	5,5	3,29				
bryant h	55	30	69,09091	34	26	73,52941	5,314237	3,12927	1,333333				
bedford jula	17	13	78,47059	13	12	92,30769	5,616154	4,64129	0,602222				

### Comparison of Passing Rates to Length of Time to Graduate for Fulltime Students



Observations:

1. There appears to be no correlation between passing rates and time students spent in school.
2. There appears to be a correlation between first time passing rates and overall passing rates.

## COURT REPORTERS BOARD OF CALIFORNIA SCHOOL PERFORMANCE REVIEW

**Date:** March 19, 2003  
**To:** Court Reporter Schools  
**From:** David E. Brown, Executive Officer  
**Subject:** Overview of School Performance Review Items

This memorandum is an outline of the process used for school performance reviews and a general outline of the areas covered in the review. Specific details can be found in the attached statutes and regulations regarding the court reporting school programs.

The first schools selected for this review were based on proximity to Sacramento, in order to save travel costs and per diem for the board. Additional schools will be selected based on the ability of the team to travel and the attempt to consolidate multiple reviews in the same geographic location. The schools reviewed to date reported minimal preparation time and involvement. The event is scheduled for two days at the school as follows:

- the senior auditor contacts the program administrator ahead of the planned review with specific, detailed information
- the group conducts a one hour orientation and question/answer session with the program administrator and/or staff (as determined by the school)
- records are reviewed
- a discussion is held with the individual responsible for developing the qualifier exam
- followup discussions as needed if records need interpretation
- closeout of "preliminary" findings of the program

The following general topics are the areas reviewed based on the specific language found in the attached laws and rules.

### Teacher Credentials

A sample of instructors is selected to verify that their academic and skill development requirements are met.

### Positive Daily Attendance

A sample record is collected and a classroom setting is observed to determine compliance with this area.

### Student Disclosure

Admission files and other documentation is reviewed to determine compliance with this area, such as a signed acknowledgement of graduation requirements, length of time to complete the program, and information concerning the Court Reporters Board is expected to be in the students' files or other record keeping source.

## **COURT REPORTERS BOARD OF CALIFORNIA SCHOOL PERFORMANCE REVIEW**

### Academic and Skill Development Requirements

The files of students who have completed the Court Reporting program at the college are sampled to determine whether these students met the academic and skill development requirements in order to sit for the state exam. The sampling contains both those who passed the exam and those who did not pass the exam.

### Qualifier Exams

The records of students who have participated in qualifier exams are sampled to determine if their speed levels are appropriate to participate in the state licensing examination. A copy of a qualifier is requested to review (future date) to determine compliance with board accepted policies on qualifiers. The person who develops qualifiers is interviewed.

- Note: The Business and Professions Code Section 8027 requires that the college maintain the qualifier exam for at least three years. However, it is not clear in the code whether this includes keeping the student's graded transcription that supports the student's actual dictation time and accuracy level after passing the qualifier exam. (Clarification by the Board is needed in this area.)

### Library and Equipment Resources:

The library and equipment resources available for students are reviewed. All required reference material, library material, periodicals, newspapers, California Codes and Regulations, and other legal resources, including on-line research resources are identified as required by code. Equipment used and available is noted but not specifically noted in code.

### Miscellaneous Issues:

The review also includes a general discussion of student attendance, speed building practice requirements and the program administrator's theories on student drop out rates. There is also a discussion of board pass rates and the school's thoughts in that area.

The team then develops an outline and description of their findings for the board to consider in their school evaluation process.



**BOARD OF COURT REPORTERS  
COMPLIANCE REVIEW PROGRAM**

	W/P	Auditor/Date
<b><u>A: Administrative</u></b>		
<b><u>B: Review Prior Compliance Reviews:</u></b>  To determine that the court reporting school is in compliance with State laws, rules and regulations.  <b><u>Review Procedures:</u></b>  1. Review and analyze prior compliance reviews. Follow-up with key findings, if applicable.		
<b><u>C: Preliminary &amp; General</u></b>  Ensure the review is adequately planned to provide a framework for performing the review and issuing a memo to the Executive Officer of the Court Reporter's Board on issues and observation identified, including recommendations  <b><u>Review Procedure:</u></b>  1. Review applicable State laws, rules, and regulations.  2. Obtain background information about the court reporter's program by performing an Internet search of California and other States' Court Reporters Boards and participating schools.  3. At the Court Reporter's Board or at the school, review school files for the following information: <ol style="list-style-type: none"> <li>Schools curricula</li> <li>Copy of the most recent accreditation report issued by the accreditation agencies</li> <li>Mission statement</li> <li>Schedule of classes</li> <li>Current school catalog</li> <li>Education background and work experience of each academic teacher</li> <li>Documentation of the most recent three exams administered by the Board</li> <li>School admission requirements, if applicable</li> </ol> 4. Prior to school site visit, contact the school and inform them of the following information we will be reviewing: <ul style="list-style-type: none"> <li>Student enrollment records and student files</li> <li>Student attendance records</li> </ul>		

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<ul style="list-style-type: none"> <li>• Apprenticeship records</li> <li>• Graduation reports</li> <li>• Student roster – current semester</li> <li>• School enrollment data – total student enrollment, total number of students graduated, and total number of students transferred and dropout of the program for the last three years</li> <li>• Teacher personnel files</li> <li>• Lesson plans, course outlines, and listing of textbooks and workbooks used (see Review Procedures 5)</li> <li>• Listing of student reference materials</li> </ul> <p>5. Arrange and conduct an entrance conference at the school. Document the date, location, attendance, and discussion.</p>		



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	W/P	Auditor/Date
<p><b><u>D: Review Fieldwork:</u></b> Review Objective: To obtain sufficient evidential matter to support a final conclusion on the auditee's compliance with State laws, rules, and regulations.</p> <p><b><u>Review Procedures:</u></b></p> <p><b><u>1. Teacher Credentials:</u></b></p> <p>a. Select a sample of teachers for testing.</p> <p>b. Review teacher's personnel file and verify whether he/she met the minimum education/experience requirements;</p> <p>i. Academic Credential (one of the following):</p> <ul style="list-style-type: none"> <li>• Bachelor of Arts or Science degree</li> <li>• AA degree in subject area being taught + 2 years experience in the related field</li> <li>• AA degree not in subject area being taught + 4 years experience in related field</li> <li>• Current shorthand license + 2 years experience in a related field</li> <li>• 4 years teaching experience in subject area being taught</li> <li>• 4 years work experience in subject area being taught</li> </ul> <p>ii. Machine Speed Credential(one of the following):</p> <ul style="list-style-type: none"> <li>• Bachelor of Arts or Science degree</li> <li>• AA degree in subject area being taught</li> <li>• AA degree not in subject area being taught + 2 years experience in related field</li> <li>• Current shorthand license or RPR certificate</li> <li>• Completed all requirements of a California recognized court reporting training program through 180 wpm +2 years teaching experience</li> <li>• Two year experience in teaching machine speed</li> </ul> <p><b><u>2. Student Attendance:</u></b></p> <p>a. Review and document school's attendance procedures to ensure proper reporting of student's attendance. (Daily positive attendance reporting required).</p>		

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	W/P	Auditor/Date
<p>b. Verify positive daily attendance by reviewing attendance logs during class or end of class.</p> <p>3. <u>Student Disclosure:</u></p> <p>a. Review a sample of students enrolled after January 2002 and verify to student signed documents (located in student's permanent file) that the school provided students with the following disclosure information:</p> <ul style="list-style-type: none"> <li>• Student consumer information brochure published by the board</li> <li>• A list of the school's graduation requirements</li> <li>• A list of requirements to qualify for the state certified shorthand reporter licensing examination</li> <li>• A report showing the number of students from the school who qualified for each of the certified shorthand licensing examinations within the proceeding two years, the number of those students that passed each examination, and the placement rate for all students that passed each examination.</li> <li>• Written notification of any changes in graduation requirements implemented by the Board</li> </ul> <p>4. Select a 10% sample of students who recently graduated and took the State Court Reporter's exam. (Note: select from Board records 2-3 students who passed the exam and 2-3 students who failed the exam)</p> <p>a. For the sample selected, review student files at the school and verify that he/she fully met the following academic and skill development requirements:</p> <p><u>Academic Requirements:</u></p> <ol style="list-style-type: none"> <li>1. English Fundamentals 215 classroom hours</li> <li>2. Medical Education &amp; Terminology – 125 classroom hours</li> <li>3. Legal Education &amp; Terminology – 175 hours</li> <li>4. Transcript Preparation – 55 classroom hours</li> <li>5. Technology Instruction – 25 classroom hours</li> <li>6. Resource Materials – 5 Hours</li> </ol> <p><u>Skill Development:</u></p> <ul style="list-style-type: none"> <li>• Machine, Shorthand &amp; Transcription – 2300 hours</li> </ul>		

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<ul style="list-style-type: none"> <li>• When the student reaches a proficiency of 80 words a minute on unfamiliar material, each week the student shall transcribe material with varying difficulty and subject matter of a length equal to 5 minutes at the current student's speed. (Note the school should check on the student's progress to verify proficiency at 80 and 120 words per minute.)</li> <li>• Individual dictation classes shall include only those students whose tested writing speeds are within the same 20-30 words per minute range on similar dictation material.</li> <li>• Apprenticeship Training – 60 hours</li> </ul> <p>b. Review Qualifier exam documents in the school files (use selection criteria in 4 above) and determine that the exam was administered in accordance with the following state regulations:</p> <ul style="list-style-type: none"> <li>• The exam consists of a 4-voice testimony of 10-minute duration at 200 wpm</li> <li>• Graded at 97.5% accuracy</li> <li>• The actual exam taken is on file and also indicates on it the actual dictation time of the test. <b>(Note: schools are required to maintain student's Qualifier exam for a period of 3 years)</b></li> <li>• Inquire whether the Qualifier exam was transcribed on campus under supervision.</li> </ul> <p>5. Determine if schools provide different course content and textbooks for first year students. (Note: different schools may provide different strategies/methods of instruction. Document the school's overall plan.)</p> <p>6. Compare the school's pass rates and other data, if available, to Court Reporter's Board records. Follow-up on noted differences, if applicable.</p> <p>7. <u>Library &amp; Equipment Resources:</u></p> <p>a. Verify that the school provides access on-site or online the following reference materials:</p> <ul style="list-style-type: none"> <li>• Reference materials published not more than 4 years old</li> <li>• Includes a minimum:             <ul style="list-style-type: none"> <li>a. Medical Dictionary</li> <li>b. Physician's Desk Reference</li> </ul> </li> </ul>		



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	W/P	Auditor/Date
<p>c. Parker Dictionary of Attorneys d. English Dictionaries e. California Civil Code f. Code of Civil Procedure g. Evidence Code h. Government Code i. Penal Code</p> <p>Current Reference Materials:</p> <p>A): Business &amp; Professional Code, Section 8000-8047 B): Title 16, California Code of Regulations, Chapter 24, Section 2400-2481 C): Code of Civil Procedures, Section 2021 and 2025 D): Government Code, Chapter 5, article 9, commencing with Section 69941</p> <p>b. Perform cursory review school equipment (i.e. computers equipment, dictation equipment, computer aided transcript equipment, etc used by students) for obsolescence and proper working order.</p> <p>8. Determine drop-out rate over several years (Calculate the number of students who started the program and dropped-out within 6 months, if applicable, after enrollment)</p> <p>9. To the extent possible, interview several students about any perceived problems, relating to length of time to complete the Court Reporter's school, taking the Qualifier exam, etc.</p> <p><u>End of Fieldwork</u></p> <p>1. Arrange and conduct an Exit Conference with the school to present the review results and summary of findings and recommendations. (Use sign-in sheet and structured agenda as a starting point)</p> <p>2. Prepare memo of issues identified and observation noted.</p>		



## CERTIFIED SHORTHAND REPORTERS TEST QUESTION CRITIQUE FORM

You may use the form on the back of this page to identify test questions that you would like the Board to review before it scores your test. This is an opportunity for you to bring to the Board's attention test questions you believe to be flawed.

The Board tries to prepare its tests carefully. The kind of problems it tries to avoid are listed at the top of the form. If you find questions that have one or more of these problems, you may use the form to identify these questions. You can do this as you take the test by simply writing down the question number in the space provided in the left column of this form, the column headed "Question Number." **DO NOT WRITE ON YOUR TEST BOOKLET!**

After time has been called, the proctors will pick up your answer sheet. Then you will be given extra time to document the kind of problem you found. You will be allowed to use your test booklet to do this. In the column headed "Problem Code," enter the number or numbers (1, 2, 3, 4, 5) that indicate the kind of problem you found. Then write your brief explanation of this problem in the column headed "Explanation."

Your explanation must be specific and constructive. If your explanation is general, for example, "I think this is a terrible question," it will not be considered.

The Board will review your form and will determine whether the questions you identified are, in fact, flawed in some way. Questions that the Board finds unacceptable will not be counted in the scoring process.

After examinations are scored, the Board will make available a report that lists all test questions omitted from scoring.

You are not required to complete this form. It is voluntary. It is also anonymous. For purposes of considering your form, the Board does not need your name or other information that might identify you.

The time that you spend using this form to explain your criticism of questions will not be deducted from the time allowed for the test.





## *The ABC's of Choosing a Postsecondary School*

AUGUST 1999

### **Bureau for Private Postsecondary and Vocational Education**

**T**hinking about going back to school to improve yourself or your standard of living? Too old for high school? Consider joining the approximately 400,000 students who currently attend California's 3,000 private postsecondary schools. Private postsecondary schools offer everything from academic degrees to zoo assistant training.

These schools are regulated by the California Department of Consumer Affairs' **Bureau for Private Postsecondary and Vocational Education (Bureau)**. The Bureau approves the schools to operate and to offer educational programs. The Bureau's approval process is designed to ensure that these institutions meet certain academic standards and deliver the type of education promised in their promotional materials. The Bureau also administers the Student Tuition Recovery Fund, which reimburses tuition funds to students who do not get the education they contract for, such as when a school closes.

**Do your homework:** Before enrolling in a school, do your homework. You may be spending several years of your life and thousands of dollars on obtaining the education you seek. There are a variety of resources to help you determine your career goal. If you are planning to enter a licensed profession, the Department of Consumer Affairs regulates more than 200 and has informational materials on licensing requirements. Licensing materials can be ordered by calling (800) 952-5210 or printed from DCA's website at [www.dca.ca.gov](http://www.dca.ca.gov).

After you determine your career and/or academic goal, find several schools that offer programs in your field of interest. Before you visit the schools, call the Bureau at (916) 445-3427. Information on the school's legal status and the number and disposition of any resolved complaints filed can be provided. If the school claims to be accredited, contact the accrediting agency to verify the accreditation.

Here are some important factors to consider as you do your homework.

**Take a field trip:** Visit several schools. Do not enroll or sign anything until after you have been to all the schools you plan to visit. Obtain as much written information as you can, including catalogs from various schools. Monitor some of the classes and talk with students and instructors. Inquire about equipment they use, teacher qualifications, canceled classes, availability of special help, preparation for employment, placement services and counseling.

**Do the math:** Make sure you clearly understand the total cost of the program, including registration, supplies, equipment and tuition. Know exactly how and when you will have to pay these costs. Check on the grace period for withdrawal without financial commitment and the refund policy. Be aware that there are specific legal requirements regarding refund policies that schools must meet. The Bureau can provide you with this information.

*Continued*

**Talk to graduates:** Have each school tell you its exact placement rate of graduates as well as the names of companies that hire those graduates. Ask to see their completion and placement logs so you can determine how many graduating students are placed in jobs, and the occupational titles of these jobs. The schools are legally required to keep this information and share it with you. Interview some of the graduates. Where are they now? Would they recommend the school?

**Get extra credit:** Every school has its own policy on what transfer credit, if any, it will accept. This is an especially important issue for degree-granting schools. If you want to know whether a school's credits will transfer to another institution, always check with the institution that will receive the credits. Only that institution can assure acceptance. Get it in writing—most school catalogs address this topic or you can request a letter.

Also, always check the transfer credit policy at the institution where you plan to take your highest level of education. If you are interested in obtaining an associate degree now, but may plan on earning a bachelor's degree later, checking with the institution where you pursue the bachelor degree will ensure you don't waste the time and money spent on your earlier education.

**Prepare for your test:** Find out whether the degree or course of study qualifies you for a professional licensure examination and what the school's pass rate of the examination has been. Check with the appropriate licensing board to verify. The California Department of Consumer Affairs can be contacted for licensing boards information at (800) 952-5210.

**Read the material:** Read the enrollment agreement and catalog carefully. These are the documents you will live by. Get everything you have been promised in writing.

**Know your rights:** Be aware that there are laws giving consumers the right to cancel specific contracts for any reason shortly after the consumer signs the contract. For home study or correspondence vocational courses, there is an eight-business day cancellation period. Cancellation and refund policies vary according to the type of school and the amount of time that has passed since the contract signing, so be sure to obtain a copy of the policy.

By doing your homework before you enroll in school, you'll help ensure you meet your goals.  
Good luck!